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ABSTRACT

Developed by the Oregon Elementary English Project, this curriculum unit introduces third and fourth graders to variations in language. Students are led from recognizing that we associate certain sounds with specific settings to recognizing that we associate certain dialects with specific regions. Lessons 1 through 7 involve the use of three accompanying tapes on dialects of English and the relationships among sounds, signals, and settings. Lessons 8 through 10 are concerned with specific variations in vocabulary found in different regions. Each lesson is accompanied by a statement of its purpose, suggested materials and procedures, possible extensions, and suggestions for student exercises. In addition to the tapes, a packet of supplementary pictures for use with an overhead projector is provided. (See CS 200 482-488 and CS 200 489-499 for related documents.) (HS)

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ED 075831

Language Curriculum, Levels C - D

Unit VI

VARIATION IN LANGUAGE

Developed under contract with the
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Unit VI
Variation in Language

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Unit VI

VARIATION IN LANGUAGE

CHECKLIST OF MATERIAL NEEDED:

1. The tape labeled "Sounds, Signals, and Settings."
2. The tape labeled "Three Dialects of English."
3. Student material for lessons 4, 5, 7, 9, and 10.
4. Review quizzes, one for use in Language C and one for Language D.
5. Four pictures to be put on the overhead or otherwise reproduced for Lesson 2 in the Supplementary Material envelope.
6. An open mind.

PURPOSE:

1. To help students recognize that people in different regions speak different kinds of English.

2. To introduce students to the meaning of dialect and help them understand that it is natural for languages to have dialects.

3. To help students recognize that each person has a dialect.

4. To develop a tolerance for and understanding of people who speak different dialects.

WHAT YOU NEED TO KNOW TO TEACH THIS UNIT:

Note: Because fourth grade students will not have had an opportunity to work through the third grade lessons this first year, this has been made into a combined unit for both third and fourth graders. You will want to handle it a little differently for each group, however, The first seven lessons are designed specifically for third graders. It is intended that you use all ten lessons for students in the fourth grade, but you will be able to go faster with these more advanced students and will be able to combine some lessons. Suggestions for doing so are made in individual lessons. There are two review quizzes. The first is intended to be used with third graders at the end of lesson 7. The second is for fourth graders to be used at the end of lesson 10.

One of the characteristics of any human language is that it exists in many varieties, usually called dialects. A group of people who have essentially the same kind of speech habits are said to speak the same dialect and to belong to the same speech community.

Although dialects of the same language are alike in most ways, they may vary in pronunciation, in vocabulary, and in grammar. These variations are what makes one dialect different from another. For example, in some parts of our country people pronounce greasy as if it were spelled with a z. In others it is pronounced with the s sound. In some parts of the country cot and caught are pronounced as if they rhyme. In others they are pronounced differently. In northeastern U. S. and in parts of the South an r before a final consonant, as in barn, is usually not pronounced.

There are many examples of vocabulary differences between various sections of our country. In some regions, the large metal container we use to carry water is called a pail. In others it is called a bucket. In some regions babies crawl. In others they creep. In England, where dialects of English also exist, an elevator is called a lift.

Grammatical differences are also numerous. In some regions people say five till twelve. Others say five to twelve. Some say two pair of shoes. Others say two pairs of shoes. There are also many differences in the way people form the past and past participles of irregular verbs. Some say I dived; others say I dove.

Because language is constantly changing and because many different factors cause it to change, it is inevitable that different varieties develop among people in different regions. Among the factors that lead to different dialects are where the people have come from who live in a certain region; the language spoken by their parents and grandparents; physical barriers, such as mountains, between peoples in different regions that prevent close contact with people in other regions; and people with whom we regularly associate. For example, because the early settlers came in contact with the Indians, American English now includes many Indian words which are lacking in British English. New England was settled by people speaking a different dialect of English from that spoken by people who settled in the South, and the variation has continued through several hundred years and spread westward as the people moved in that direction. Today, radio, television, and rapid transportation are beginning to lessen the variation among regions in the United States, but many differences still exist.

Within regions different occupations, social customs, and educational backgrounds lead to differences in the dialects spoken among people who do not have much contact with each other. And even among the speakers of the same dialect there can be found individual variation among individual speakers.

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The important things to realize about language variation are (1) that it is natural and inevitable; and (2) that no particular variety is in itself right or wrong, better or worse than any other variety. People develop strong preferences for the variety which they themselves speak, but these preferences aren't based on the superiority of one variety over another. While teaching our children that certain varieties may be more appropriate than others in particular situations and places, it is important that we not make them feel that their own dialect is better or worse than the dialect of another person.

RESUMÉ:

Students are led from recognizing that we associate certain sounds with specific settings to recognizing that we associate certain dialects with specific regions. Most of the lessons 1-7 involve listening to tapes and thinking about what is heard. Lessons 8-10 are concerned with specific variations in vocabulary found in different regions.

If you would like further background about dialects you would find the following useful:

Discovering American Dialects by Roger W. Shuy, available from The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois, 61801.

SOUNDS AND SETTINGS

PURPOSE: To lead students to associate sounds with various settings as background for associating dialects with various settings.

MATERIALS: The tape "Sounds, Signals and Settings" (You will use only part 3 for this lesson. It includes classroom sounds, street sounds, country sounds, etc.)

There is no material to hand out to the student.

SUGGESTED PROCEDURE:

Note: This lesson makes use of a technique that is used in introducing a drama lesson, but it is used for a different purpose here.

1. To introduce this lesson, have the students close their eyes. Tell them to listen to all the sounds that they can hear.

2. Have them describe the sounds they hear. You can help them get started by asking such questions as:

   What did you hear?

   Did you hear anyone breathing?

   Did you hear your heart beat?

   Could you tell where the sounds came from?

   Were the sounds inside or outside the room?

3. Now have the students close their eyes while you play the sounds from part 3 of the tape. Play each sound by itself and discuss it (see 4 below) before playing the next sound.

4. Ask about each set of sounds:

   What are some of the sounds you heard?

   What did these sounds remind you of?

   Where would sounds like these ordinarily be heard?

If necessary repeat the sounds on the tape. Perhaps listing the sounds and their settings on the board would be useful. Tell students that the place where they ordinarily hear the sounds, or which they associate with the sounds, is the setting. Write the word setting on the board and be sure students understand it. Have them add it to their word bank. You will come back to it later in the unit.

5. Select a particular sound or sounds that were meaningful to the students. Compose a class story orally by letting each student contribute a sentence about the sound.

POSSIBLE EXTENSION:

Have students working in groups think of some sounds they can either reproduce or describe and then have other students try to guess the setting in which they would most likely occur.

THE MAGIC CAT

PURPOSE: To provide additional background information by helping students recognize that there are natural differences between different locales (settings).

MATERIAL: The story that follows, "The Magic Cat," to read to your class.

Four pictures in the Supplementary Material envelope to make into transparencies and use on the overhead or reproduce in some other way to illustrate the story:

picture 1--cat looking out of the window
picture 2--Michael, looking startled, clutching the cat's whiskers
picture 3--Michael waving a piece of kelp
picture 4--Michael beating on a hollow stump

SUGGESTED PROCEDURE:

1. The story is separated into three sections, each concerned with a different setting that a boy Michael visits: the desert, the seashore, the jungle. Read each section to the class separately, showing the pictures on the overhead at the places indicated.

2. Stop to discuss the questions found in the story at the end of each section in order to check comprehension and to emphasize the differences in the places where Michael finds himself and the natural clues associated with each place.

POSSIBLE EXTENSION:

Ask students, working in groups or individually, to think of the settings and the objects associated with them. Have them describe a setting without naming it by giving clues that might tell someone else where it is. The rest of the class should try to guess what the setting is.

This could also be a writing assignment.

THE MAGIC CAT

I

Michael had been bored all day. He was tired of reading and watching TV. He was tired of being indoors when all he wanted was to be outside. "You don't seem to mind the rain," Michael said, turning to look at his cat. Joseph gave a soft mew and blinked slowly. He was an ordinary tabby cat, his back saddled with stripes as if someone had thrown a torn orange blanket over him. (Overhead picture 1, Joseph looking out of the window)

"You don't mind," Michael continued, "because you never do anything but eat and sleep." Joseph opened his eyes and stared at Michael. Michael looked out the window again but there was nothing worth seeing--the same rain washed the same endless line of cars which splashed an already wet sidewalk. Suddenly, Michael whirled around and yelled, "If you're going to stare I'll outstare you. I know I can!" He threw himself onto the rug and looked steadily into the cat's great gold eyes.

The eyes changed color and shape in the light. Michael looked and looked. Neither he nor Joseph blinked but Michael's foot pushed the sock up and down on his ankle while Joseph's tail twitched. Then--all at once--Joseph's eyes clicked like a slide projector and Michael saw an old, weathered door swinging and moaning in the wind. Startled, he reached out to touch the cat's head but instead he clutched Joseph's whiskers. They moved in his hand and then he was no longer on the rug in the living-room but on the back of a horse--Joseph's whiskers had become reins! (Overhead picture 2, Michael, looking startled, clutches the cat's whiskers.)

Michael looked around him. The wooden door he had seen, swung back and forth on a small shack a few yards ahead. The ground was dry and cracked. Several jackrabbits darted from the low brush before him. His nose wriggled. He sniffed and sniffed. The brush smelled like his mother's spice box. He urged his horse on. Far away he could see hills which looked like some he had painted once at school--splotched with purple and red and brown. There were no sounds but the horse's heavy breathing; his sweat soaked Michael's jeans. Along the ground, the wind stirred the dust in egg-beater whirls. Tumbleweeds rolled through the brush. Michael pulled his neck scarf about his nose and mouth, but the dust still clung to the sweat around his eyes and forehead. He got off the horse quickly as he reached the shack. The swinging door beckoned him.

Question: What kind of country is Michael in? What clues tell you the place or setting? (desert/ dry ground, dust, low fragrant brush, heat, painted hills)

II

Michael opened the door and stepped inside. The desert had vanished. Before him lay the water and miles and miles of sand. It was very hot. His arms and legs were covered with pink blotches from the sun. The sound of wind and water pulled him to his feet and he looked slowly around him. Near him was a huge green-brown plant that had washed up from the water. It looked like a giant green onion. (Overhead picture 3, Michael waving the kelp) Michael picked it up and waved it over his head like a great snake-whip. Drops of water flew into his eyes and the sun turned them into rainbow colors. He licked his lips and tasted salt. He was surrounded by sound. Water swirled around his feet and then retreated taking with it thousands and thousands of small rocks.

He crouched on the sand. Small, wet holes opened and closed in the sand, appearing and disappearing with little hissing noises. The sand pricked his sunburn and small insects crawled up and over his feet as if they were logs. The cries of big grey and white birds circling overhead sounded like the cry of a lost cat.

Question: Where is Michael now? What clues tell you this?

III

Michael got to his feet, his knees were stiff. He followed the cry down the beach, watching the birds flying toward some cliffs and then away. As he came closer to the rock wall he could see an opening about fifteen feet from the ground. There was a path going up to the opening and he climbed until he reached the mouth of a cave.

He climbed into the cave. The darkness soon turned to brilliant sunlight. Everywhere Michael looked there were tall heavily-leafed trees and thick vines twisting along the ground. Between the branches flashes of orange and yellow, turquoise and emerald green appeared, followed by harsh calls as the birds warned each other of his coming. Monkeys scurried over the vines. Michael took off his broad-brimmed hat and wiped the sweat from his face. There was no wind. The flowers, the boughs of the trees drooped as if holding a great weight. Michael reached out and picked a banana. It was sweet and warm. The many-colored wings of butterflies shone in beams of sunlight among the trees. A lion's roar made Michael stop looking at the butterflies and listen to the sounds of this place. In the distance Michael could hear the beating of a drum, a steady, strong beat, as if it were the heart of this strange and wonderful place.

(Overhead picture 4, Michael beating on a hollow stump) Michael picked up a stick and began beating on a rotting tree stump. The distant drum seemed to say, "COME TO ME! I'M WAITING FOR YOU."

Questions: Where is Michael? How do you know?

How were each of the places where Michael was different?

Was it strange for them to be different or natural?

What will happen to Michael? How will he get home?

WHAT DOES TARZAN HEAR?

PURPOSE: To associate the jungle setting with its natural sounds.

MATERIALS: The tape "Sounds, Signals, and Settings" (You will use part 4 for this lesson. It consists of jungle sounds.)

There is no material to hand out to the student.

SUGGESTED PROCEDURE:

Note: In more advanced classes, you might want to combine this lessor with lesson 4. In that case you could leave out the drawing of the jungle scene or simply use it as an optional extension.

1. To begin this lesson, you might drop a pin and ask how many students heard it. This technique would not only develop concentration but also prepare students for the activities that follow which involve listening carefully.

2. Review the meaning of the word setting. Without saying what it is about, play the jungle tape to the students. Tell them to listen carefully so they can pick out as many sounds as possible, and try to decide where they would be if they heard sounds like these.

3. Discuss the following questions:

   What is the setting for the sounds on the tape?

   What clues help us locate the setting?

   What are some things that you'd expect to find in the setting of these sounds? (Students should be specific.)

4. Have the students close their eyes. Tell them that as you replay the tape, they are to listen carefully and try to see the setting in their minds.

5. Replay the tape.

6. As soon as students think they can visualize the jungle scene, let them draw their own version of a jungle scene.

SAY "HI, MR. SHOEHAT"!

PURPOSE: To reinforce the concept that various settings (environments) have specific sounds associated with them.

MATERIALS: A story in pictures, "Say 'Hi, Mr. Shoehat,'" to be passed out to the students at the beginning of the lessons.

The tape labeled "Sounds, Signals, and Settings" (You will use part 5 which consists of city sounds.)

SUGGESTED PROCEDURE:

1. After the student material has been handed out and students have looked at page 1, ask them to look at pages 2, 3, and 4 one at a time and discuss the setting represented on each. Some possible questions to ask about each page are:

   Have you ever been to a place like this?

   What do you know about it?

   Would you like to live here? Why or why not?

   What would you be doing if you were here?

   What kind of sounds would you expect to hear in this place?

   As each setting is discussed, some students should begin to realize that a given setting includes sounds which may be quite different from those of another setting. This lesson provides background for an understanding of the relationship of geography and dialect.

2. After students have discussed each of the pages, ask them to discuss some of the differences between one setting and another.

3. Ask students to look at page 5 to find out what is going to happen next. (A tape recording will be played and they are to listen.) Ask them what they might expect to hear on the tape. (There should be varied answers.)

4. Play the tape and have students decide what the setting of each of the sounds is. As the students identify the city setting, have them point out the particular clues that helped them recognize it. You might list the clues as they are identified. Follow up with the question. "What have you found out about settings and sounds?" (Certain sounds are usually found in certain settings.)

POSSIBLE EXTENSION:

The following activity could be carried out in a variety of ways:

1. You could use it with the whole class, either reading the questions and directions aloud or putting them on an overhead projector.

2. You could put the directions and questions on tagboard cards, like the following, for students to use individually.

Remember Mr. Shoehat who took us on a trip? Let's have some fun by looking at his name.

1. How is his name made?

2. What kind of a word is his name?

3. Suppose you switched the two parts of his name around. What word would you make?

4. What sound does this word remind you of?

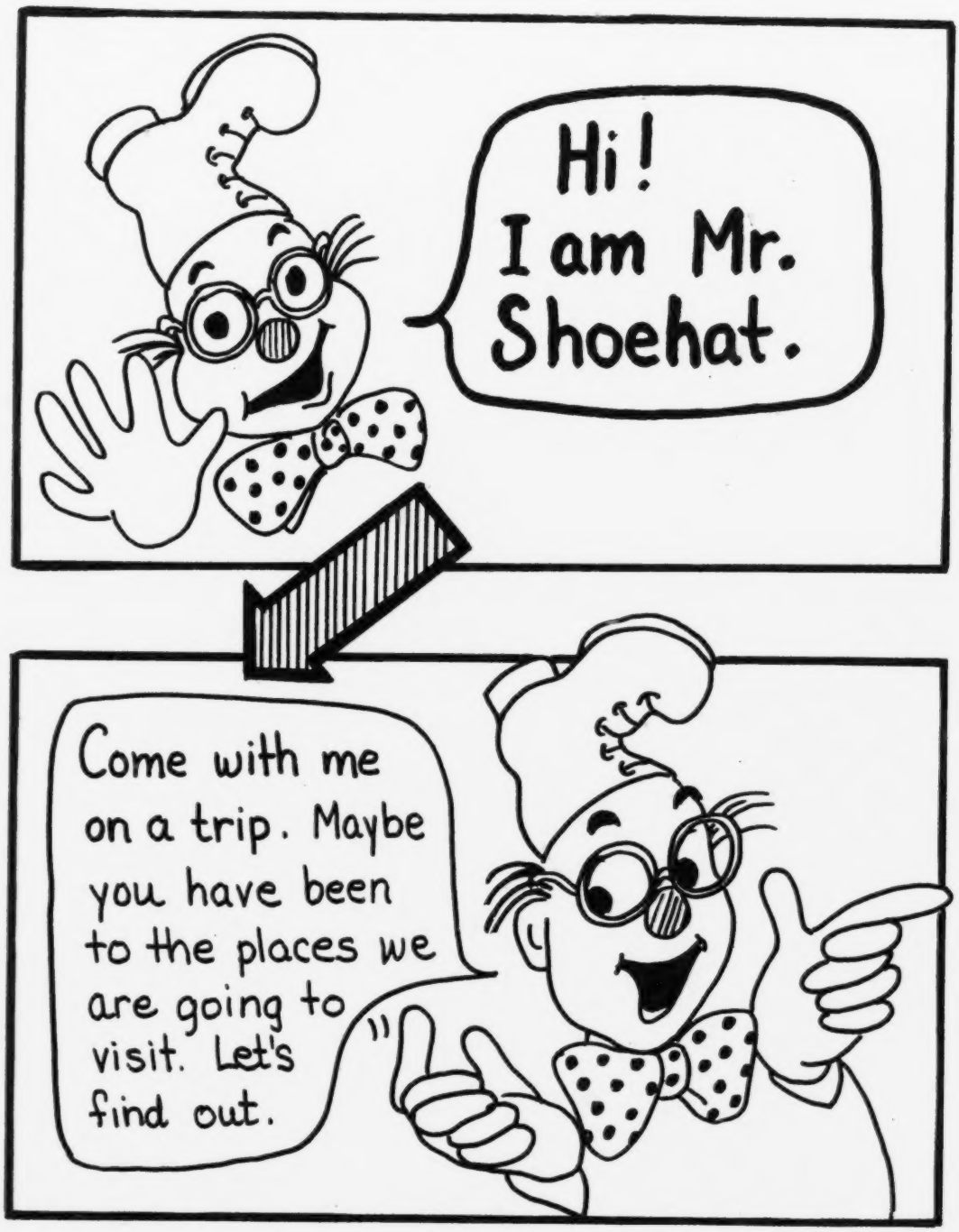
5. Write down some other words that are made up of two words. Can you switch these words around and still have a word?

1. by putting two words together
2. compound
3. hatshoe
4. sneeze

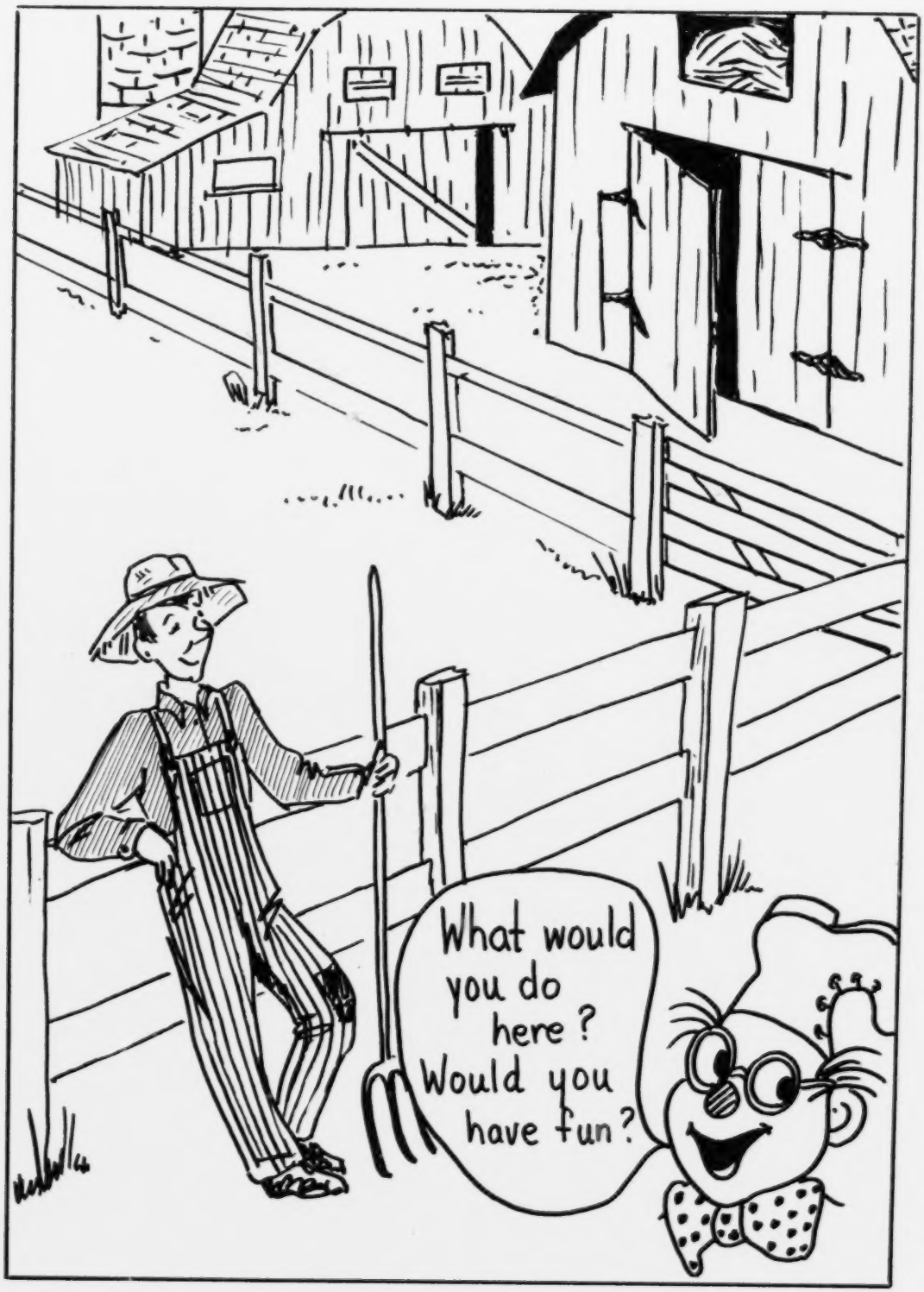
Note: Answers to question 5 will vary. Some possibilities are bluebird, carport, streetcar, doghouse, mailman. Not many can be switched around to make another English word. Doghouse is one that can.

Cross connection: This extension could be used in conjunction with the lesson on compound words in Unit 4. There is also an activity card in the Supplementary Material for that unit that involves finding compound words.

SAY HI, MR. SHOEHAT!



ARNIES
WOMEN'S APPAREL
SALE
Here is our first stop


What would you do here? Would you have fun?

Here is our last place to visit. Have you ever been here?

Now your teacher will play a tape of some sounds. Listen to see if you can tell where the sounds come from.
LISTEN
What place in our visit had these sounds?
How can you tell?

MR. SHOEHAT'S FRIENDS

PURPOSE: To help students learn that people are affected by their environment. The lesson will help prepare students for lesson 6 where they will learn that dialect is related to where people live.

MATERIALS: Student material consisting of four pictures of people from three different areas to be used as the basis for discussion.

SUGGESTED PROCEDURE:

Note: For more advanced students you might want to combine this lesson with lesson 6.

1. Pass out the student material and either read Mr. Shoehat's preliminary remarks to your students or have them read them individually.

2. Have the students look at the pictures either in small groups or individually. You might divide the class into three groups and assign one picture to each group. In order to help the students during their examination of the pictures, you might ask them to think about the following questions:

   What things are in the picture?

   Have you seen these things before?

   How is the setting like the one in which you live?

   How is it different?

   Where do you think each of Mr. Shoehat's friends lives?

   If students are examining the pictures in groups, you might give these questions to the discussion leader of each group.

3. If you made three groups, let members of each group tell the class about the picture they examined. Otherwise ask for volunteers to discuss each picture, using the questions in 2 as a guide.

4. After all pictures have been discussed and especially if the fact that the settings were all different hasn't been brought out, ask:

   Was there anything about the settings the same? If so, what?

What about the settings was different?

Were the people in the pictures the same? If so, in what ways?

Were the people in the pictures different in any way? If so, in what ways?

If they were different, what do you think has caused the difference?

POSSIBLE EXTENSIONS:

1. Drama

   Have the students select one of the settings. While they remain in their seats, help them to feel, see, hear, and smell the setting. As soon as they feel a part of the setting they have selected, have them think about what they would be doing in the setting. As soon as they know, let them move out of their seats and pantomime the activity. Hold a short evaluation.

2. Composition

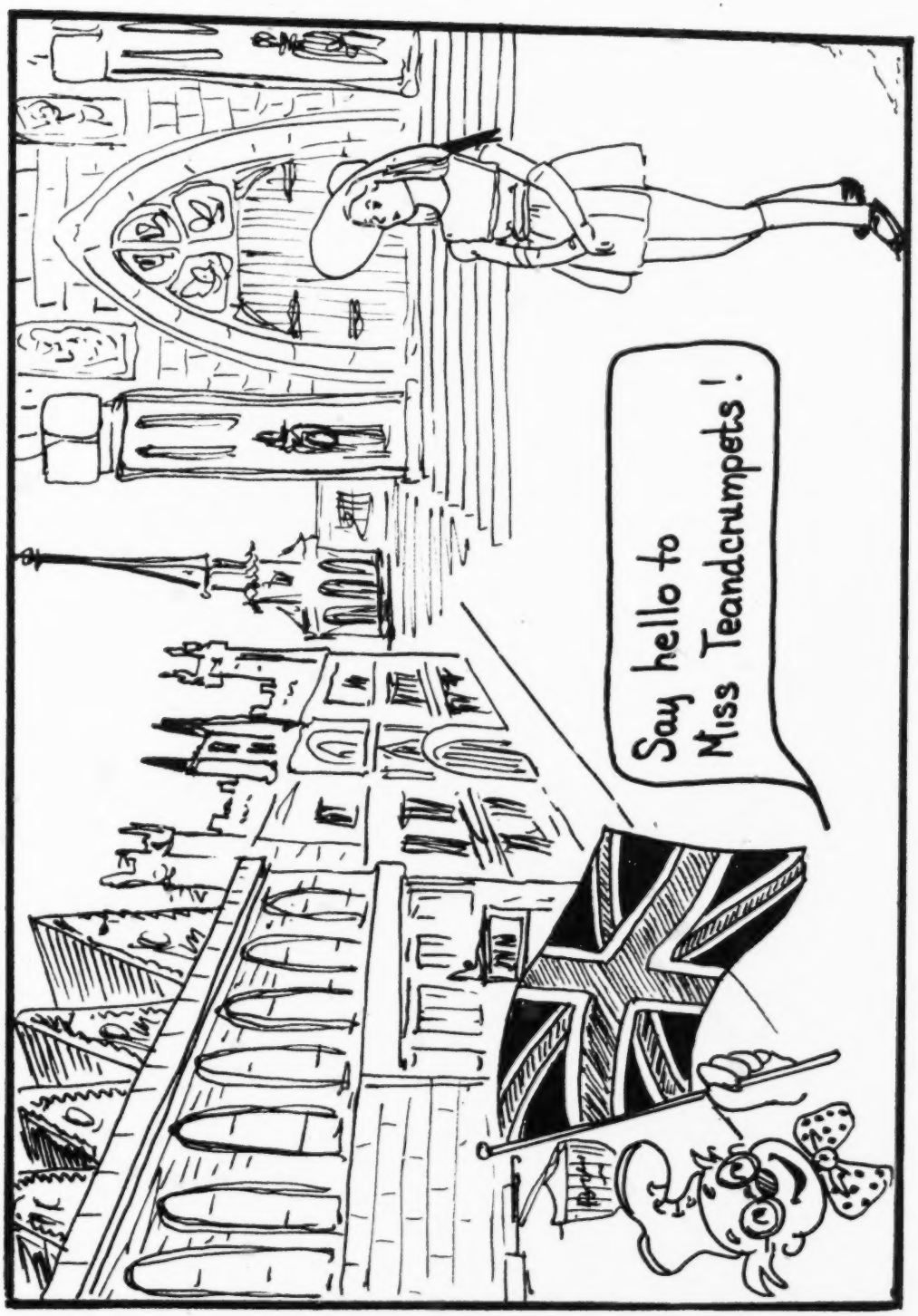
   Have students either tell or write a story that might happen in their setting. Perhaps you could ask for a funny or sad story. Before they begin, pose the question of whether the way a person speaks is affected by his environment.

3. Have students draw pictures of other regions where English might be spoken. Have them try to show things that are especially associated with the region. This might involve a little research.

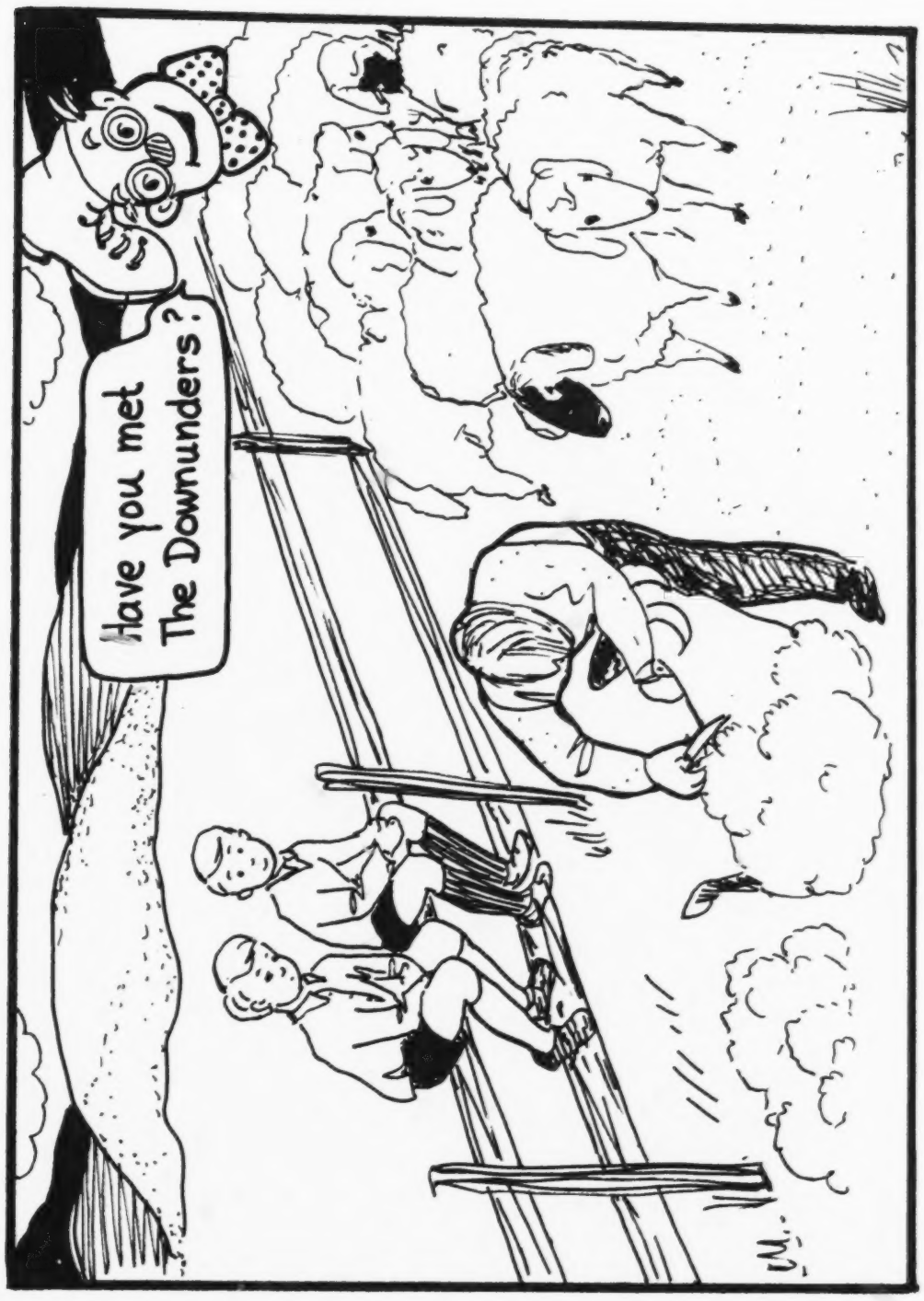
4. Two records, "American Speaking," National Council of Teachers of English (1967), and "Our Changing Language," by Evelyn Gott and Raven McDavid, McGraw Hill (1965), are other sources of regional dialects you might want to play for your students.

MR. SHOEHAT'S FRIENDS

Hello again. Do you remember my name? In the last lesson I took you to some different places because I wanted you to find out what the word setting means. Do you know?
Now let's meet three friends of mine who live in different settings.


Say hello to
Miss Teandcrumpets!

Here are
The Jacksonbelles


Have you met The Downunders?

DIALECTS AND SETTINGS

PURPOSE: To help students recognize that the English language has different dialects in different regions.

MATERIALS: Tape, "Three Dialects of English," with three different dialects: British, Southern U. S., and New Zealand.

The pictures from lesson 5.

SUGGESTED PROCEDURE:

1. To introduce this lesson remind students of their discussions about the Downunders, Miss Tea and Crumpets, and the Jackson belles. Have students recall specific differences found in each of the places where the people lived, and in the way they dressed.

2. Before playing the tape pass out the pictures from lesson 5 to each student.

   You might set up the listening experience as a game: form teams giving each member a piece of paper on which to write the name of the people he thinks are speaking. (If he can support his guess with some data such as vocabulary, all the better.); or have leaders in each group whisper in your ear the answer his group decides on.

3. Play the tape clear through once. Then replay each of the parts one by one, pausing after each to allow students to decide who was speaking.

4. Follow up the tape with a discussion. First identify the speakers and see which students had guessed right. Remember that the important point is not that students should be able to identify the various dialects and the regions they belong to, but <u>that they recognize that English has a variety of dialects</u>.

   Continue the discussion with the following questions:

   How did you decide who was speaking?
   (Students may not be able to say, but encourage them to try.)

   Did each one sound different? If so, in what ways? (Students might mention differences in pronunciation and different words.)

Did they sound alike in any way? If so, in what ways? (They were all speaking English and most of the words were the same.)

If they are all speaking the English language, why do you think they sounded different? (Answers will vary. Try to lead to the generalization that <u>there are different kinds (varieties) of English in different regions, and that where we live affects the kind of English we speak.</u>)

5. Finally, tell students that the different kinds of English found in different regions are called <u>dialects</u> of English. Put the word on the board and have students pronounce it. Remind them that all of us speak some dialect of English. Have them add the word to their word bank.

<u>POSSIBLE EXTENSION</u>:

Have students collect examples of people who speak differently from the way they do. You might have a bulletin board with pictures of English speaking people who live in different places, particularly if they are distinguishable in some way by the place they live.

YOUR DIALECT

PURPOSE: To help students recognize that each one of them has an identifiable dialect.

MATERIALS: A cartoon to be passed out to each student which provides directions for playing the game.

SUGGESTED PROCEDURE:

1. Pass out copies of the cartoon to all students and either look at it with them or have them look at it by themselves. Give them time to analyze the frames that tell what the rules of the game are. This is what they should learn from the cartoon:

   All players must close their eyes.

   The teacher will then tap someone.

   The tapped person will move very quietly to the front of the room and say something. (You could have something written on the board to be read or you could decide with your students before the game begins what they will say.)

   The tapped person will move very quietly back to his seat.

   When he is seated again the teacher will ask someone to identify the speaker.

2. When students understand the rules, play the game, allowing time for as many students as possible to participate. (Although the game was not designed to be competitive, you may wish to make it so. The point is for students to reveal their own dialect by speaking, and for the class as a whole to recognize that each of us has an identifiable dialect.)

3. After the game, use the following questions as the basis for a class discussion.

   Did all the students speak the same?

   How could you tell who was speaking?
   (Students may not be able to say, but have them try. They may mention such things as tone of voice, pronunciation, speed in talking, etc.)

Would you like to have everyone speak the same way? Why? (Try to get students to mention the interest found in variety and the difficulty we would have if we were all alike. Bring in the use that is made of dialects in certain films and television shows.)

Is it natural for people to speak differently? If so, why or why not? (Try to lead students to recognize that it is natural for us to speak differently because many different factors affect the way we speak.)

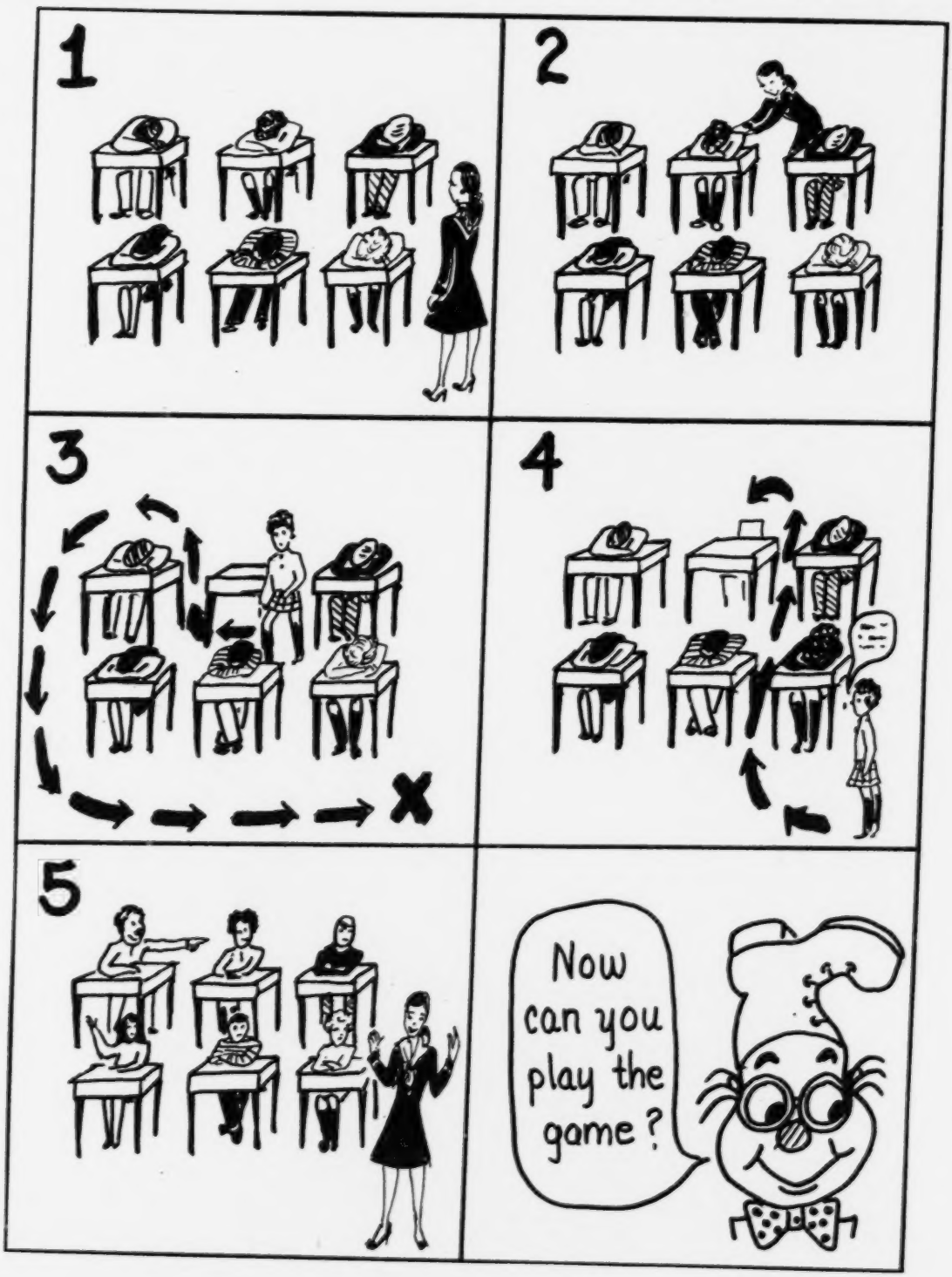
In what other ways are we different?
(Possible answers are: in the way we dress, in the color of our skin and hair, in our size and shape, in what we like to eat and like to do, etc. The emphasis in all cases should be that such differences are natural. If students seem interested you might encourage them to think of some reasons for individual differences in speaking.)

Variation in Language
Lesson 7
Student

Language C

YOUR DIALECT

Directions: Look at the pictures to see how you play this game.



PURPOSE: To review the concept that people naturally speak different ways in different regions.

MATERIAL: Review Quiz 1 to be passed on to each student, filed separately.

SUGGESTED PROCEDURE:

If you plan to use the rest of the lessons in the unit, continue to lesson 8. However, if you have younger students and plan to stop at this point, give Review Quiz 1 at this time. It could be handled in any of these ways:

1. Read the questions with your class and let them respond orally.
2. Have students work in pairs or groups and write answers to the questions, followed by a discussion to pool their answers.
3. Read both sides of the true-false statements and discuss possible answers on each side.

   Example: 1. Everyone who speaks English sounds the same. Proof?

   2. Everyone who speaks English doesn't sound the same. Proof?

4. Ask some students to rewrite each false statement to make it true.

Variation in Language
Review Quiz (1)
Student

Language C - D

True or False?

____ 1. Everyone who speaks English sounds the same.

____ 2. Each member of your class speaks differently.

____ 3. There are only two different ways to speak English.

____ 4. Each of you has a dialect.

Pick the best answer

1. In which of these places would you probably be if you heard the words timber, tree, ax, and saw?

   a. the woods

   b. the ocean

   c. the city

2. Which group of words would you hear most often if you were at a ranch:

   a. balloon, cotton candy, clowns

   b. cowboy, horse, rope, cattle

   c. hit, inning, strike, first base

NATURAL DIFFERENCES

PURPOSE: To develop in students an understanding of what is meant by natural differences:

MATERIAL: (optional) A variety of different kinds of objects which illustrate natural differences--for example, several kinds of flowers, fruit, vegetables, perhaps pictures of animals, etc.

SUGGESTED PROCEDURE:

1. Begin by putting the word natural on the board and discussing what it means. Show students two different kinds of flowers, or fruit, or vegetables, etc., and ask such questions as

   How are these flowers different?

   Why are they different?

   Could they be alike?

   Are they naturally different?

   Perhaps having some artificial flowers or fruit would help illustrate the point. It is just in the nature of a rose to be a rose, etc.

   When you think students understand what is meant by natural, have them add the word to their word bank.

2. Play the following timed games. They can be played either with the class as a whole or in small groups. If you use the large group students could write their answers. If you divide the class into small groups each group could have a secretary to act as spokesman. Putting a time limit of two or three minutes for the responses will heighten competition. After each game discuss the kinds of differences and whether they are natural or not.

   Game 1--Either you, or a student in the small groups, will call out the name of an object (for example, a dog). Students are to write down all the possible ways the dog could be naturally different from other dogs. (For example, in size--tall, short, fat, skinny; in breed--mongrel, police, bull, terrier; in color; in length of hair; in disposition). The object of the game is to see who can think of the most differences.

Game 2--Select two students to stand in front of the class. Have the other students, either individually or in groups, write down as many ways as they can that the two are different from each other.

Game 3--This is another version of game 2. Students take turns thinking of two other students and giving clues about who they are by pointing out their differences. The other students try to identify the two. If they want to ask questions the questions should be phrased so that they can be answered by yes or no. A variation of this would be for the students to take turns thinking of one student and giving clues about his identity by pointing out the natural characteristics that make him an individual. Discussion following this game should brin out which characteristics are natural and which aren't and should give you an opportunity to suggest that our individuality depends on such characteristics which may be quite different from those of another person.

Game 4--Have students think about all the students in the class and list the kinds of ways in which they differ from each other--complexion, color of hair, size, age, sex, disposition, color of eyes, etc.

3. Use these questions to guide a follow-up discussion, or have students first write the answers and then discuss them.

    1. Why aren't all dogs alike?

    2. Should they be alike?

    3. Would you like it if all people were exactly alike? Why or why not?

    4. Why is the color of someone's hair a natural difference?

    5. List some natural differences in trees.

MEET MR. DIALECTOLOGIST

PURPOSE: To teach children that there are vocabulary differences in dialects.

MATERIAL: Lesson "Meet Mr. Dialectologist" to hand out to each student.

SUGGESTED PROCEDURE:

1. Help students recall that in the previous lesson in this unit they discovered that there are many natural differences in people. Tell them that in this lesson they will be learning about still another way in which people are different.

2. Pass out the student lesson and either read it together or have students read individually down to the exercise. Ask them to find three important ideas. (how to pronounce dialectologist; what a dialectologist is; and what is meant by data. They might also mention what dialect means). Discuss each of these points to be sure they understand them. Have them pronounce dialectologist.

3. Discuss the meaning of the map. When students understand what it means ask them to do the exercise, either orally or as a written assignment. The words on the map are the data. They indicate differences in vocabulary in different parts of the country.

4. After you have discussed the exercise read the following descriptions to your students and have them write down the word they would use for the thing described. When you have completed the list compare their answers. If you have students from various parts of the country, you may find some variation right in your own classroom. To whatever they have answered add the names that people in various parts of our country use for these objects.

DESCRIPTION	VARIOUS WORDS USED
1. a small body of flowing water	creek, branch, brook, run, stream
2. a person who rides horses and herds cattle	cowboy, cowhand, cowpoke, waddle

3. a sweet round roll with a hole in the middle	doughnut, friedcake, cruller, semiball, boil cake
4. a flat, round cake fried on the griddle and usually served with syrup for breakfast	pancake, flapjack, hotcake, slapjack, griddle cake
5. the bumps you get when you're scared or cold	goose-bumps, duck-bumps, goosepimples, goose flesh, gooseskin
6. a person who is mean and bad tempered	crab, crabapple, crank, crosspatch, grouch, meanie, sorehead, sourpuss
7. object in the hall at school where you get a drink	drinking fountain, cooler, water cooler, bubbler, fountain
8. place where you watch a movie in a car	drive-in, drive-in movie, outdoor movie, outdoor theater, open-air movie, open-air theater, passion pit

5. Discuss briefly the following questions:

   Why do you think people have different names for these things?

   Where did you learn the name you use?

   Where do you think other people have learned the words they use?

   Is it natural for people to use different words in different regions? Why or why not?

POSSIBLE EXTENSION:

Pass out cards with the descriptions you read to the students on one side and the various names given to each on the other. Have students draw a picture of the object and write or print the names give to it all around the sides. Make a bulletin board of these pictures. From time to time as other vocabulary differences are discovered add them to the bulletin board.

MEET MR. DIALECTOLOGIST

Hello. I'm Mr. Dialectologist. I know my name is a long word, so let's break it up

dī ă lĕk tŏl o jist

Can you say it?

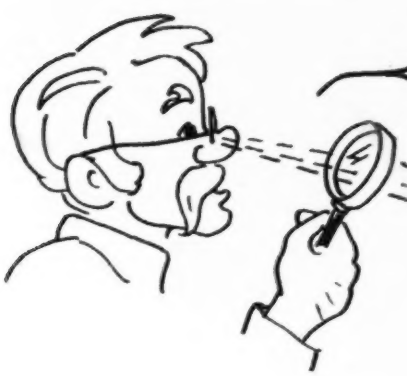
My name also has a special meaning. It means a person who studies ways in which a language is different in different regions.

This is what the two parts of my name mean.

DIALECT + OLOGIST

↙ a form of language that people speak in a certain region

↘ person who studies



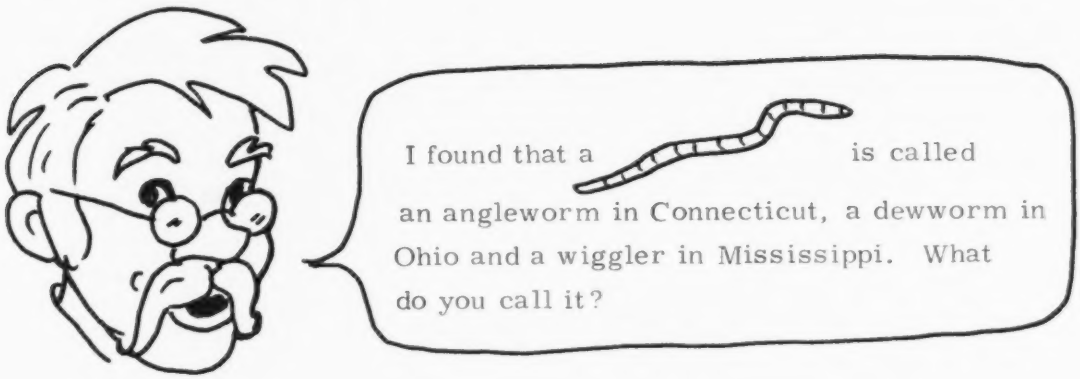
Here I am looking at some facts or data that I gathered.

Here they say dewworms

Here they say night crawlers

Here they say angleworms

And here they say wrigglers.

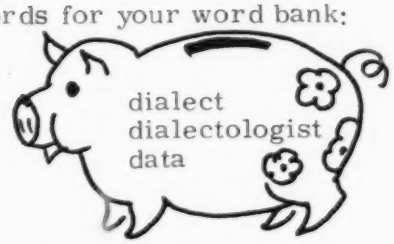


Exercise:

If you were a dialectologist, how would you explain the information on this map?

WAYS OF SAYING "LANDING FLAT ON YOUR BELLY WHEN YOU DIVE IN THE WATER."

Words for your word bank:



HOW DO YOU SAY IT?

PURPOSE: To reinforce the concept that people who speak the same language may have different words for the same thing.

MATERIAL: Student lesson "How Do You Say It?"

SUGGESTED PROCEDURE:

1. Remind students that one of the ways people differ is in how they use language. Ask if they can give an example of a difference of this kind. (People have different names for things.)

2. Pass out the student lesson and read the directions for section A to make sure students understand them. Have each child choose a partner to work with on the first exercise. First they are to write the names they call the objects pictured. Then they are to compare their names with those of their partners.

3. When all have finished have a class discussion in which students report on the names. List them on the board to determine what differences there are in the classroom. Then to the names your students use, add the names used in various other parts of the country. The following are possibilities:

    1. toad stabber, dirk, jackknife, barlow knife, and frog sticker
    2. creeper, fryer, frying pan, skillet, spider
    3. pail, bucket
    4. faucet, hydrant, spicket, spigot, tap
    5. truck, truck and trailer, semi, rig, trailer-truck
    6. fire hall, fire house, fire station
    7. grocery store, super market, store, grocery, market, supermarket, food store, food market
    8. corn-on-the-cob, garden corn, green corn, mutton corn, roasting ears, sugar corn, sweet corn
    9. chipmunk, grinie, ground squirrel
    10. polecat, skunk, woodspuss, woodpussy

4. Look at section B with your students, discussing each sentence in turn. If students would not use such sentences have them identify the words that are different. Then ask for volunteers to rewrite the sentences another way. (Other words for stroll are ride, roll, wheel, push, walk. Other possibilities for baby coach are baby buggy, baby cab, and baby carriage. Others for stoop are gallery, piazza, porch, portico, and veranda; or if a small roofless porch is meant, step, and steps are also possibilities. "Take the air" could be "Get some fresh air." Other words used for stone are pit, seed, kernel, and heart. A binder is a rubber band or an elastic. Other possibilities for "took cold" are "catch a cold," "catch cold," "get a cold," "took a cold," and "come down with a cold.")

5. Section C is a take home assignment. Read the sentence in part A with your students and encourage them to guess what they might mean if there are unfamiliar words. Then talk about what they should try to find out at home. Allow time the following day to report on what they have discovered. If they can't find out what the sentences mean you should of course tell them.
   (Smear-case is a word used for cottage cheese in the midland section of America. Another word for it is pot cheese or clabber cheese.
   And a toot is a paper bag, sack, or poke. A spider is a frying pan and a spigot is a faucet.)

6. On the second day again emphasize that differences in vocabulary are natural differences. People who come from different areas sometimes have different words than we do because their parents had different words and their grandparents.

7. You could give the Review Quiz (2) the same day or on another day.

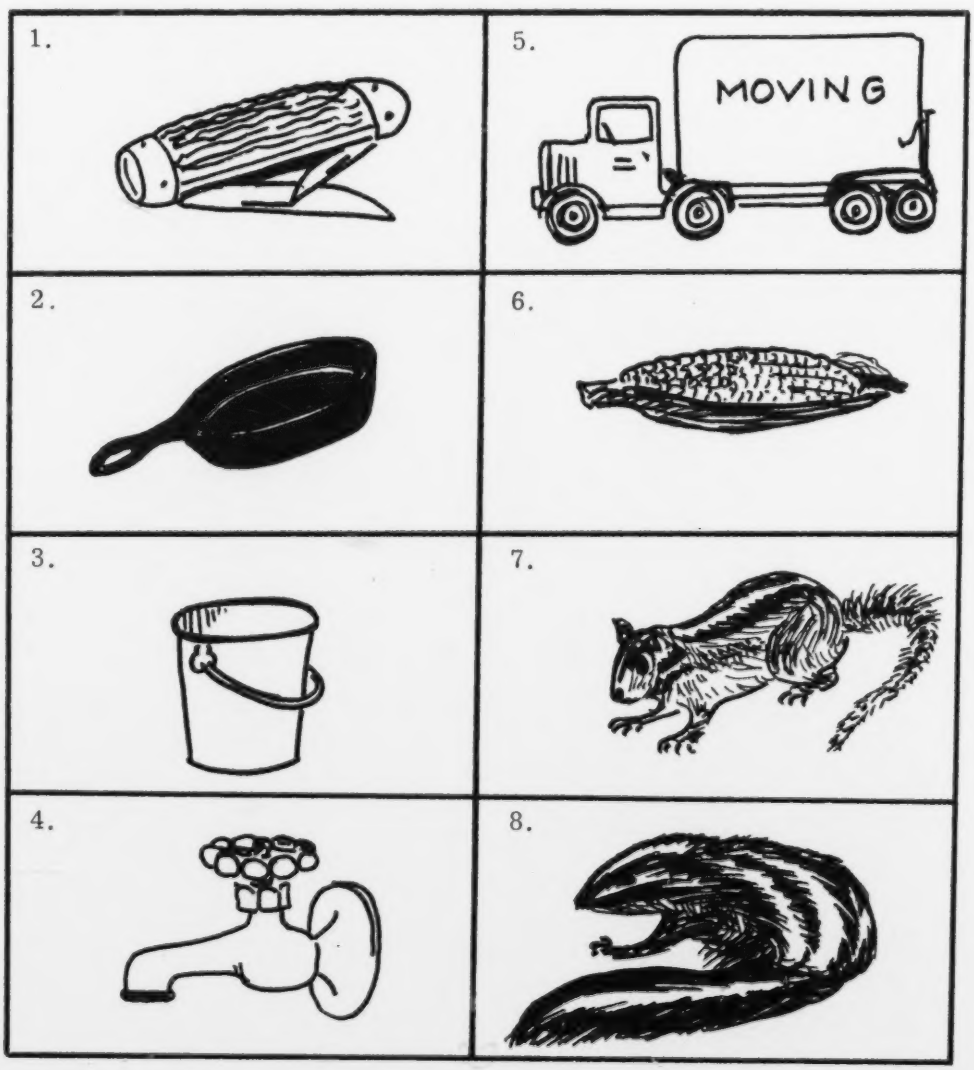
Variation in Language
Lesson 10
Student

Language C - D

HOW DO YOU SAY IT?

Millions of people speak English just as you do.
Do you think they all speak it exactly alike?

A. Here are some pictures. On another piece of paper number from 1 - 8 and by each number write the name of the object in the picture by that number. When you are through compare what you have written with what some other student has written, and then with your whole class.



B. Would you say it this way? If not, rewrite it the way you'd say it.

1. Mother said, "Would you stroll the baby in the baby coach?"
2. Let's go sit on the stoop and take the air.
3. Eat the peach, but be sure to spit out the stone.
4. Put a rubber binder on the cards to hold them.
5. John's brother took cold and was laid up for three days running.

C. BE AN AMATEUR DIALECTOLOGIST

1. Look at these sentences:
   a. He put the smear-case in a toot.
   b. She rinsed the spider under a spigot.
2. Do you understand these sentences?
3. Do you think they are English?
4. Copy them down and ask your parents if they know what they mean. If they do ask them where they first heard the strange words. Try to find out what area of the country they heard the words in.
5. Ask your parents if they know any interesting words for a common object that are not used where you now live. Find out what part of the country the word was used in and how old the person was who used it. Record your findings on a chart like the following:

unusual word	meaning	part of country used in	age of person using it

Review Quiz 2
Teacher

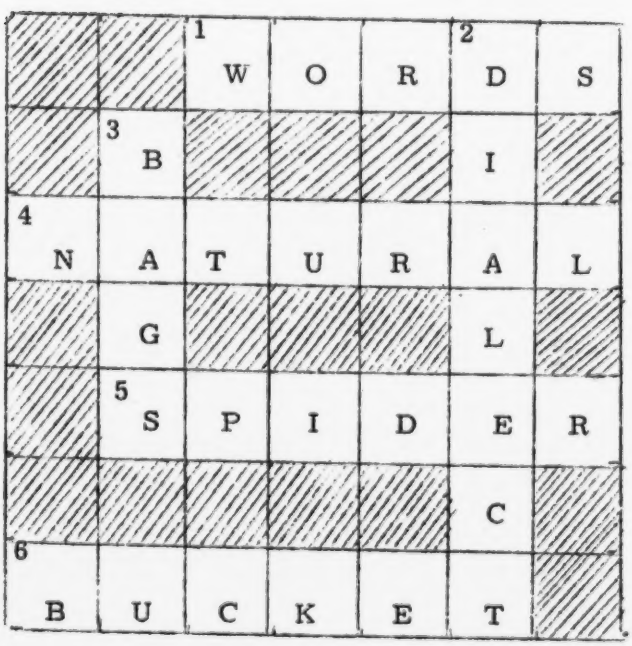
PURPOSE: To review the concepts of this unit.

MATERIAL: Review Quiz 2 filed separately for each student.

SUGGESTED PROCEDURE:

1. This lesson could be either an oral or a written quiz. In either case discuss the possible answers. Have students rewrite the statements that are false in order to make them true.

2. For those students who finish early, have the following cross-word puzzle on the board. It already has the answers. Ask students to make up the clues.
   (Some possible clues are: Across: 1. People in different parts of the country often have different _____ for different things. 4. It is _____ for people in different regions to speak differently. 5. Another word for frying pan is _____. 6. _____ is another word for pail. Down: 2. A different way of speaking the same language is called a _____ 3. Another word for sacks is _____.)



Across:

1. _____
4. _____
5. _____
6. _____

Down:

2. _____
3. _____

Variation in Language
Review Quiz (2)
Student

Language C - D

Directions: Put a + for a true statement and a 0 for a false statement.

____ 1. Everyone who speaks English speaks exactly alike.

____ 2. Each of you has a dialect.

____ 3. Some objects have more than one name.

____ 4. A dialectologist studies forms of language that are found in certain regions or places.

____ 5. It is natural for some people to call a small river a creek, and for others to call it a brook, or stream.

____ 6. It is natural for all people to call a sweet roll with a hole in the middle a doughnut.

____ 7. Everybody should talk the same.

____ 8. A person is bad if he doesn't talk the same way as you do.

SUPPLEMENTARY MATERIAL FOR UNIT VII

"Variation in Language"

Language C - D

This envelope contains the following:

1. Four pictures to be put on the overhead or otherwise reproduced for Lesson 2

CS200489